

ECC Education Directorate

# Essex Primary Headteachers Meeting

1<sup>st</sup> March 2023  
West Quadrant

Clare Kershaw, Director of Education



Essex County Council

# Today's agenda

Where we are as a County – Ofsted outcomes

Refugees and Asylum seekers

Key messages from Regional Director – Jonathan Duff

SEND Improvement Priorities

Statutory Primary Assessments 2023

School Improvement Offer 2023-2024

# Overview of Ofsted outcomes

	Academies	Free Schools	LA maintained	Grand Total
Nursery			2	2
All-through	1	1		2
Primary	223	4	220	447
Secondary	69	6	4	79
Special	12	3	6	21
PRU	2	1	3	6
Grand Total	307	15	235	557

Source: Get Information About Schools, 24 01 23

## 557

schools in Essex

## 42.2%

of these are LA maintained

	Outstanding	Good	Requires Improvement	Inadequate	Not yet inspected	Grand Total
Nursery			1		1	2
All-through	1	1				2
Primary	59	354	23	8	3	447
Secondary	1	3	1	1		6
Special	12	49	10	5	3	79
PRU	7	11	1		1	20
Grand Total	80	418	36	14	8	556

Source: Ofsted Monthly Management Information - published inspections as at 31 01 23

\* The Hawthorns School has since opened January 2023

## 90.9%

graded good or outstanding by Ofsted



Department  
for Education

# **Update from the Regional Director**

## Essex Secondary Heads

January 2023

# DfE Ministerial Team



**Rt Hon Nick Gibb**  
Minister for Schools



**The RT Hon Gillian Keegan MP**  
Secretary of State for Education



**Rt Hon Robert Halfon**  
Minister for Skills,  
Apprenticeships &  
Higher Education



**Claire Coutinho**  
Minister for Children,  
Families and Wellbeing



**Baroness Barran MBE**  
Minister for the School System  
& Finance

# Schools White Paper: creating a system of strong multi academy trusts



## A fairer and stronger school system

Schools White Paper

*Chapter 4*

- The Schools White Paper remains at the heart of the agenda.
- Committed to strengthening the school system to ensure no child is left behind – still too many children in schools that are Inadequate/2RI+
- The multi academy trust model is the structure that we think is going to make the biggest difference for children.
- But we know it only works if focused on **quality** always striving for excellence.
- Want more schools to be in high-quality trusts and will work in each area to shape and build the quality that pupils need, including using **£86m Trust Capacity Funding**.
- Definition of strong trusts to be developed: description and measures.
- Through the **Regulation and Commissioning Review** (due later this term) we are considering the incentives needed to support the growth of high quality trusts.

# East of England – January 2023

In numbers:

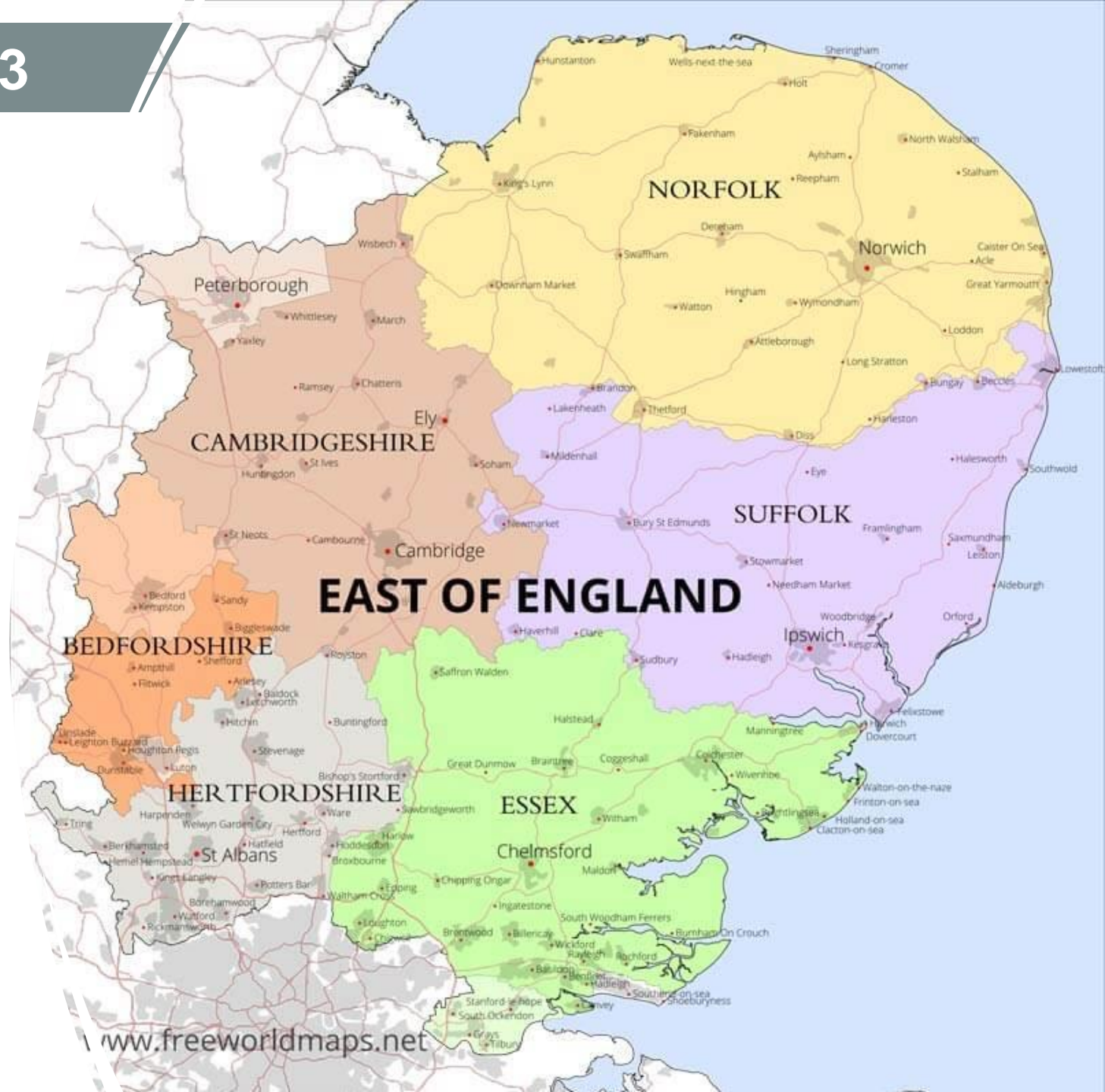
- **2,354** schools and **941,364** pupils
- **1,375** schools (54%) are academies (47% nationally);
  - 46% of primaries (40%)
  - 92% of secondaries (81%)
  - 58% special (44%) / 69% AP/PRU (47%)
- **635,302** or **68%** of pupils in the East are taught in academies (58% nationally)

Trusts

- **173** multi-academy trusts (1,348 nationally)
- **152** single-academy trusts (1,091 nationally)

Ofsted performance

- **82%** of academies Good/Outstanding (83%)
- 76% of sponsored academies are now Good/Outstanding (up from 69% last January)



# Provisional KS2 2022 outcomes – by region



LA	% reaching expected standard in RWM 2022
<b>All England</b>	<b>59%</b>
<b>East of England</b>	<b>56%</b>
Bedford	49%
Cambridgeshire	57%
Central Bedfordshire	53%
<b>Essex</b>	<b>58%</b>
Hertfordshire	59%
Luton	60%
Norfolk	49%
Peterborough	52%
Southend-on-Sea	56%
Suffolk	54%
Thurrock	62%



# East of England Priorities

## Every child safe, in a great school, realising their potential

1. A focus on our 3 **Priority Areas** – Norwich, Ipswich and Fenland and East Cambridgeshire...
2. ...and more broadly in our 7 **Education Investment Areas** – Norfolk, Suffolk, Cambridgeshire, Bedford, Central Bedfordshire, Peterborough, Luton.
3. **Raising aspirations and standards** across the region – building partnerships and getting the best trusts into the parts of the region that need them most.
4. Tackling and preventing failure.
5. **implementing the Children's Social Care Strategy** and the **SEND Improvement Plan**





# SEND Improvement Priorities 22/23

## Update:



Launch of the **Essex SEND Strategy and Delivery Plan**



Wider engagement and rollout of the **Inclusion Framework: Lives without Labels**



Wider engagement and rollout of the **Ordinarily Available**



Continued roll-out of **Trauma Perceptive Practice (TPP)**



**Workforce Development and Training**



Continued improvement of our statutory process, including **Annual Reviews**



New approach to **SEN Top-Up Funding**



# Continuous Improvement Activity

<b>Quality of EHC Plans</b>	<ul style="list-style-type: none"><li>• Quality Assurance of existing plans as well as new plans</li><li>• Guidance and new templates for evidence writers</li><li>• Training on social care and health input to EHCPs</li><li>• Guidance and support for effective implementation of EHCPs</li><li>• Capturing feedback from schools and families on the plan and process</li></ul>
<b>Annual Reviews</b>	<ul style="list-style-type: none"><li>• Peer coaching model – Lead SENCOs</li><li>• Review of the Annual Review paperwork and process</li><li>• Guidance for schools and contributors</li><li>• Reviewing the approach and improving the timeliness of amendments</li></ul>
<b>Feedback from Families</b>	<ul style="list-style-type: none"><li>• Receiving and responding to feedback from families via the Graffiti wall, Family Impact Survey, LA Teams and other sources</li><li>• Review of communications to families from Operational Teams</li></ul>
<b>Speech &amp; Language</b>	<ul style="list-style-type: none"><li>• Review and mapping of the offer of support and CPD re speech, language and communication needs</li><li>• Link with Balanced System</li></ul>
<b>Sufficiency &amp; Funding</b>	<ul style="list-style-type: none"><li>• Review of Enhanced Provisions</li><li>• Capital Programme</li><li>• SEND Sufficiency Plan</li></ul>

# Autism Update

March 23

Ondrea Bloom – SEND Strategy Lead Autism

# Education Health & Care Plans and Autism

## Jan 2023

- Essex County Council currently has 11,489 Education, Health and Care Plans (EHCPs);
- 4,292 EHCPs primary need is listed as Autistic Spectrum Disorder (ASD), which is 37% of the EHCP population; (2137 mainstream)
- Autism Spectrum Disorder is the highest proportion of our EHCP population with Social, Emotional Mental Health (SEMH) needs having the second highest proportion (16%) ;
- ECC currently has 24,081 pupils on SEN Support; 2608 (10.8%) of these children and young people (CYP) have their primary need identified as autism. This is an increase from 2015, where ECC had 684 CYP identified with autism on SEN Support (3%).
- Out of new 571 EHCPs under C&I- 469 mainstream, 71 special provision

# Training- Professionals

Revamp of training to ensure schools are fully equipped to support Ordinarily Available

- AET
- Safeguarding/ Vulnerability
- 10 week course
- Procured Autism training

# Training/ Events - Parent/ Carers

- Good beginnings
- Peer to Peer regional support hub
- Online Learning Event
- SEND Roadshows

# Enhanced Provisions

- Support visits for enhanced provisions
- Entry and exit criteria
- SLAs
- Good practice and provision
- Outreach work



# Person First v Identity First?

- Best practice
- Person first versus identity
- ASD versus ASC

# Access support

- AET

<https://schools.essex.gov.uk/pupils/SEND/Pages/SEND-Training---Specific-Areas-of-Need.aspx> for County wide places or contact you Inclusion Partner for whole school training

- 10 Week course

Email [Corrinne.Twomey@essex.gov.uk](mailto:Corrinne.Twomey@essex.gov.uk)

- Good beginnings

<https://send.essex.gov.uk/search-support-groups-and-activities/good-beginnings-course>

- Peer to peer support

[TheSENDNavigators@essex.gov.uk](mailto:TheSENDNavigators@essex.gov.uk)

# Access support

- Online learning event videos

<https://send.essex.gov.uk/>

- SEND Roadshows

<https://send.essex.gov.uk/i-think-my-child-needs-help/ask-professionals-questions-person>

# SET Therapies Programme (Balanced System)

EPHA Spring Term 2023

March 2022

*Kate Martin*

SEND Provision Lead: Commissioning & Contracting

# The Scope

1 Local + 2 Unitary Authorities

*Commissioners of Statutory Therapy Services*

3 Integrated Care Boards

*Commissioners of NHS Therapy Services*

5 Providers

*of Children's Therapies*

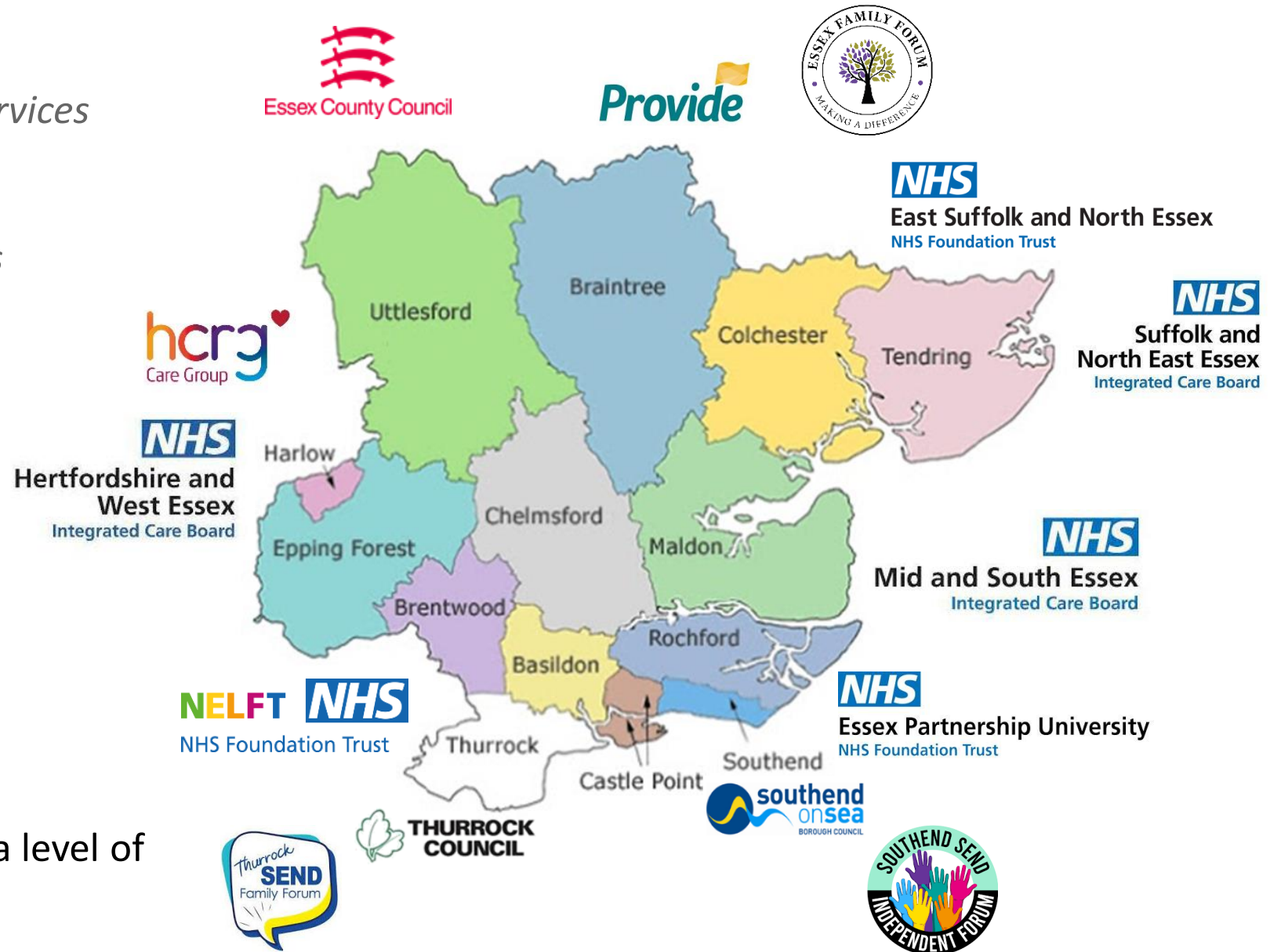
800+ Schools and Settings

*Providers of Children's Therapies*

3 Parent Carer Forums

535791 Children & Young People 0-25

c.102,812 Children across SET needing a level of support from the system.



# Drivers

A specific area of weakness identified in the 2019 SEND Inspection.

Fragmented delivery that is inequitable and inconsistent.

Failure to support the outcomes for our children and young people.

Families are left confused and dissatisfied.

# Aims

To understand the therapy needs of our children and young people and the systems of Health, Education and Care that surround them.

To promote join up & reduce variation to enable all children's therapy services to work to a common framework

Right support at the right time, delivered by the right people, in the right numbers with the right skills to support our children and young people.

To improve experiences for families and the achievement of positive outcomes for children and young people.

# For Schools...

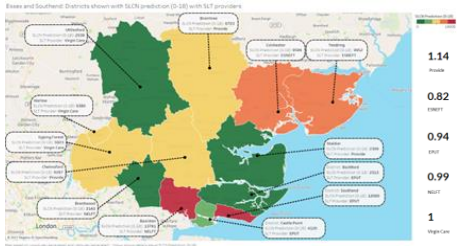


The organisation of services around populations of children .

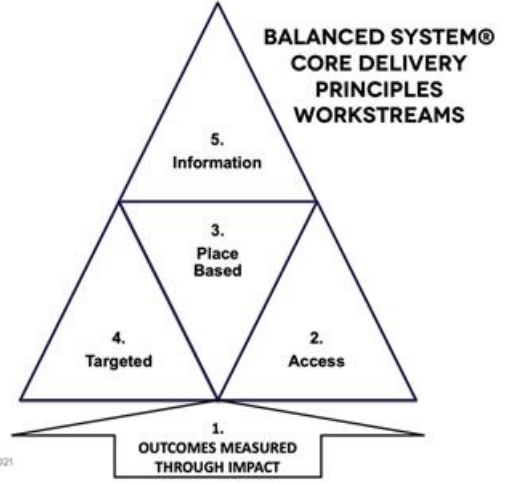
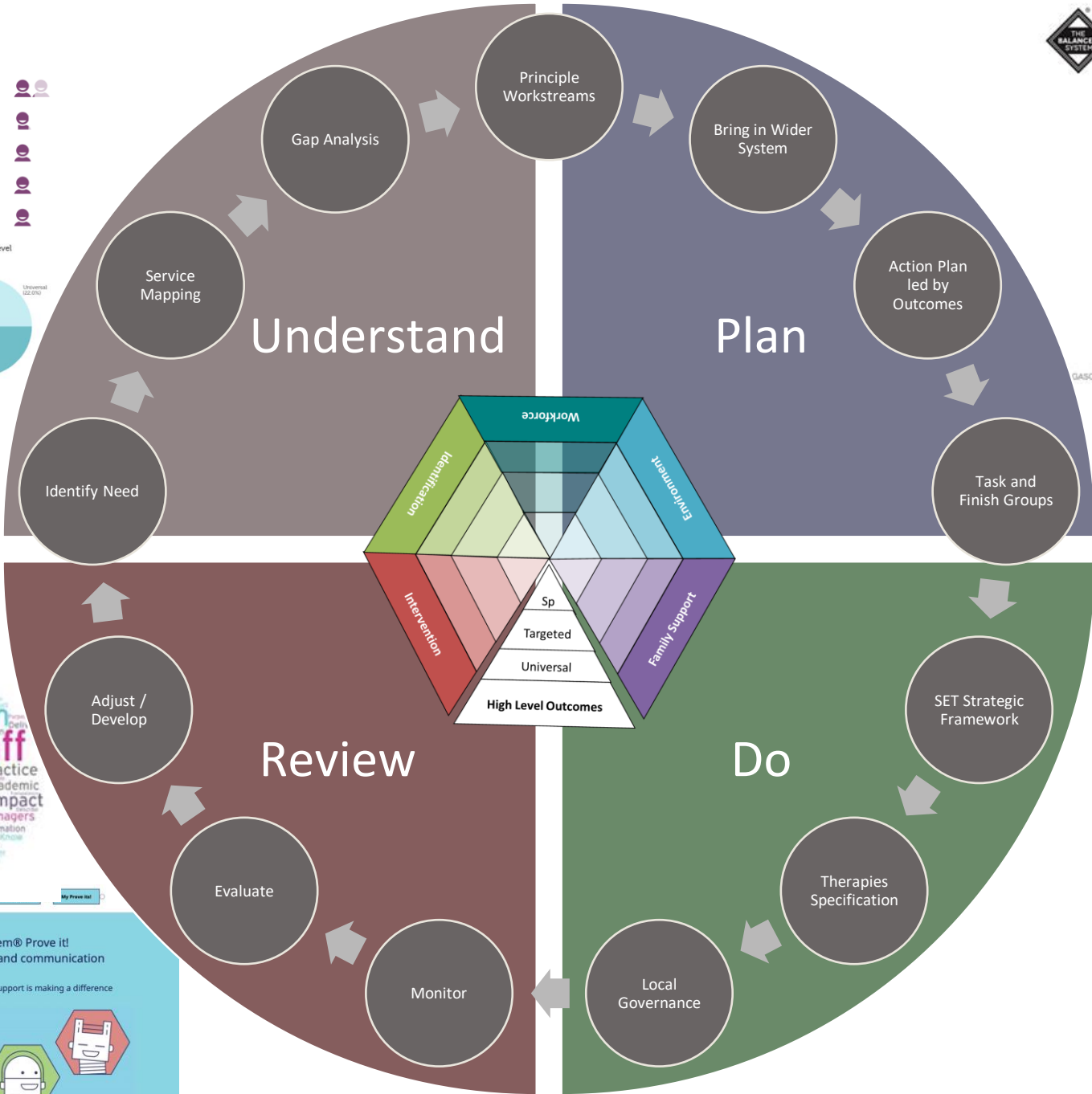
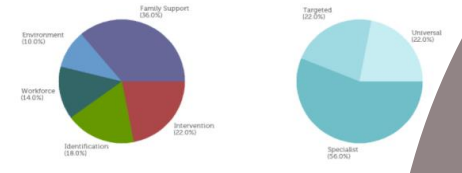


Aligns the specialist in the system to:

- support the attainment and development for children in the setting where there is an anticipated need.
- support the school to meet need as part of the schools graduated response through the delivery of training and identification of need at a universal level.



2020 - 2022 Essex West - Virgin Provision split by Strand and Level



GASCOIGNE, 2021



SCHEDULE 2 - THE SERVICES

A. SERVICE MODEL  
DRAFT v1.0

Service	Integrated Therapy Model for Children & Young People
Geography	Essex / Southend Local Area
Period	Mid/High Risk TFCs
Review	Annual Review Essex / Southend Local Area

1. Population Needs

1.1 Introduction

This service model provides the framework for commissioning and provision of therapy services for children and young people, and the outcomes to be achieved through an integrated service delivery model based on the Balanced System® framework.

The integrated model brings together both Local Authority commissioned statutory and health commissioned non-statutory therapy services including Speech & Language Therapy (SILT), Physiotherapy (PT) and Occupational Therapy (OT) for children and young people across the Essex Local Area.

Services are commissioned and delivered in partnership with the respective Integrated Care Systems (ICS) that geographically cover the Essex and Southend Local Areas. However, are aligned in approach to ensure equity of access, appropriateness and achievement of outcomes for children, young people and families of Essex.

The focus of this service model is on therapy services commissioned and provided within the Essex and Southend Local Area programmes however, therapy services remain only part of the system of care and support around children and their families, with a wider network including schools and settings etc. Having a responsibility to contribute to early intervention or a universal and targeted.

Local Authorities have a statutory responsibility, as set out in the Children and Families Act 2014 and the SEND Code of Practice 2015, to ensure delivery of the therapy provision detailed in a child or young person's Statement of Special Educational Needs or Education, Health and Care Plan (EHCP), where that therapy provision cannot be commissioned and delivered through health commissioned services, the Local Authority must ensure the provision is made by complying with its statutory obligations.

This service model brings together Health and Local Authority commissioned services into an integrated model of delivery which enables a holistic, effective and flexible approach to provision across universal, targeted and specialist levels of intervention. The service model recognises that different CYP will need a different combination of provision at different times and a child or young person should be able to access all levels as necessary, supported by an integrated workforce operating across all levels of intervention.

1.2 National context

There are a great number of reasons why a child or young person may require support from a therapy service in relation to health, education and/or social care. Some of these children and young people will have a level of special educational need and/or disability resulting in varying levels of support and intervention at different points throughout their lives.

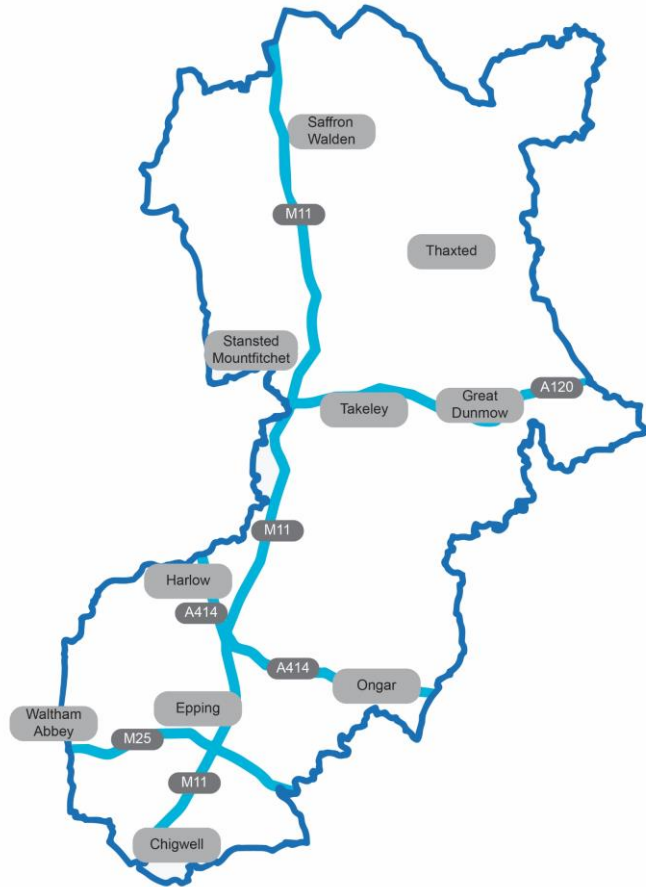
The 2015 National Review on health inequalities emphasised "giving every child the best start in life" as a high priority recommendation. The Review identified reducing inequalities in the early development of physical and emotional health, and cognitive, linguistic and social skills as a priority objective, using communication skills as crucial for "lifelong resilience".

Welcome to The Balanced System® Prove it!  
An impact tool for speech, language and communication

A tool for parents, carers and professionals to know support is making a difference



# West Essex Therapy Services (SEND)



- Failed procurement 2022.
- Interim services in place have struggled to meet demand.
- New provider in place for April 2023. (Subject to ECC's Governance Sign off)
- Scope to use the capacity differently going forward to meet the outcomes.

## Information / Links & Contacts

To find out about the background of the project

<https://www.thebalancedsystem.org/>

For support with therapy provision.

[SENTherapies@essex.gov.uk](mailto:SENTherapies@essex.gov.uk)

<https://essexfamilywellbeing.co.uk/services/west-essex-specialist-services/>

<https://send.essex.gov.uk/> - Essex Local Offer

# School Effectiveness

# Statutory assessment – changes for 2023

- Change to KS2 test schedule due to additional bank holiday on 8 May. Tests take place in the same week from **Tuesday 9 May to Friday 12 May** following the usual test order but each taking place one day later than originally planned.
- The timetable variation window (TTV) for each KS2 test has been moved back one day to take account of the change in dates this year. If schools have booked events for Friday 12 May, where possible schools should look to rearrange or delay the start to the events so the maths paper can be taken. Where it is not possible to change plans, exceptionally for 2023, STA will approve applications for TTV arising from booked residentials, trips or similar events scheduled for Friday 12 May only. Schools will need to reschedule the date of the test for the affected pupils to one of the following 5 school days..
- New criteria added that pupils should not take KS1 and KS2 tests if they are not in a fit physical and mental state at the time of the tests.
- School level data from KS2 assessments will be published in 2023.
- No further science sampling tests at KS2. Schools will still submit TA data for KS1 and KS2.
- The multiplication tables check (MTC) period has changed from a 3-week period to a 2-week period. The MTC should be administered between Monday 5 June and Friday 16 June. The third week from Monday 19 June is only applicable for timetable variations for absent pupils or where schools have experienced technical difficulties.

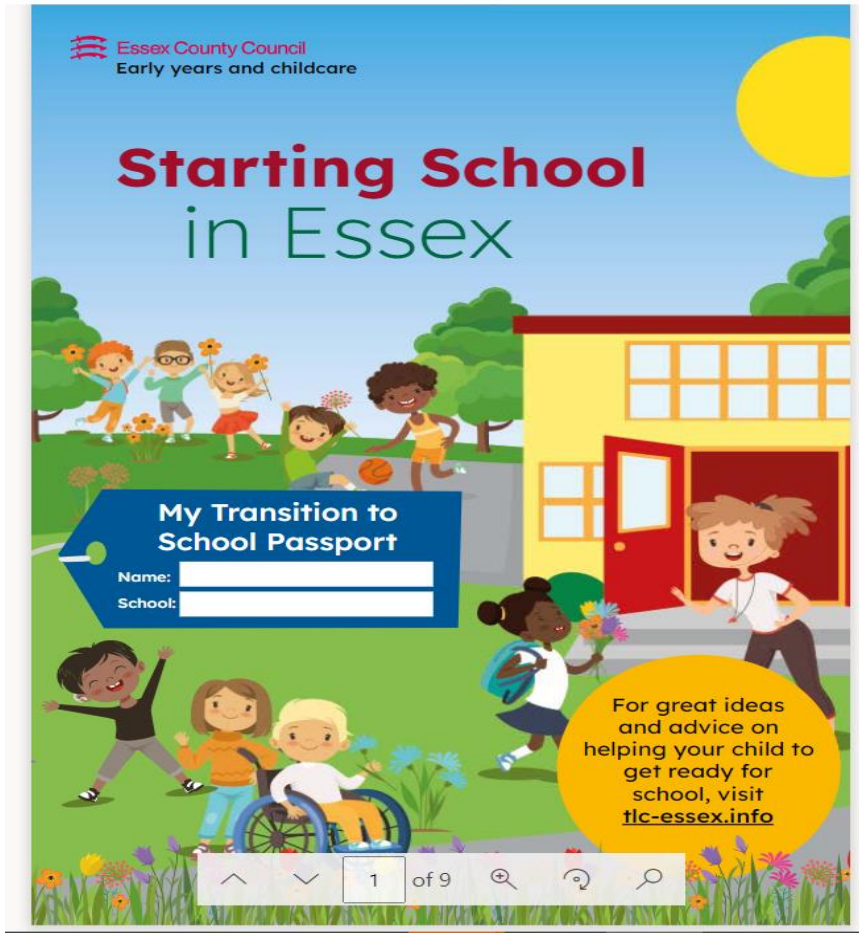
# Statutory assessments – key dates

- Deadline to complete KS2 pupil registration – Friday 10 March
- Deadline for apply for early opening of KS2 test papers – Friday 10 March
- KS1 and KS2 Test administration guidance published – Monday 13 March
- Schools receive KS1 test materials – Monday 20 March to Friday 24 March
- Deadline to apply for additional time and compensatory marks for spelling in KS2 tests – Monday 24 April
- Schools receive KS2 tests materials and stationery – Monday 24 April to Friday 28 April
- Schools notified of KS1 and KS2 moderation visits – Friday 12 May
- LA external moderation visits – Monday 5 June to Tuesday 27 June
- Multiplication tables check (MTC) administration period – Monday 5 June to Friday 16 June
- Phonic screening check administration period - Monday 12 June to Friday 16 June
- Deadline for KS1 data submission to the LA – Tuesday 27 June
- Deadline for KS2 data submission on Primary Assessment Gateway – Tuesday 27 June
- Deadline for EYFS GLD data to the LA – Friday 30 June

# Transition 2023/24

- EY to Reception

- Y6 - Y7



## Transition Information 2023

Thank you for supporting us in aiding the transition of Year 6 students.

Please can you supply the information below to inform any conversations that are required post completion of the information document, by summer half term:

**Headteacher:**

**Designated Safeguarding Lead -**  
Email address:

Current contact number during working hours:

**SENCo:**  
Email address:

Current contact number during working hours:

**Paperwork completed by:**  
(Please state name and role)

Education Service

# School Improvement Offer 2023/2024

February 2023



Essex County Council

# Overview

- ECC's School Effectiveness team will be making changes to the way its school improvement service to schools will be offered from September 2023.
- Maintained schools will continue to receive a core offer of support provided to them through their School Effectiveness Partner. This core offer will continue to be linked to the level of support they receive. Additional support will also come through a core partnership model that is currently in development. There will also be the option to select additional support from a traded services menu.
- Academies will retain a named SEP for immediate contact purposes. School Improvement services will be available through the traded services menu. The core partnership model will provide some support that will be available to all Essex schools.
- The Traded Offer to schools will reflect prices that remain highly competitive.
- ECC remains committed to providing a best-in-class service to all schools through its new bespoke offer.



# Indicative Traded Offer

The School Effectiveness Team are committed to developing this further through engagement with headteachers on what they would like to see developed.

All schools will be able to contact their named SEP to discuss any type of bespoke traded support that may be needed.

NOTE: This is taken from traded activity that is already undertaken regularly across schools.

- **Examples of current popular Traded Activity:**

- Headteacher performance management with/without a mid-year review
- Subject or themed review – eg Sequence of Learning/Curriculum RSE/Inclusion/Disadvantaged
- Self-evaluation sustainable schools' toolkit
- Selection of focussed Local Authority reviews including Teaching and Learning, SEND, safeguarding, governance, Early Reading and Phonics
- Assessment and Moderation
- Middle and senior leadership development
- Bespoke Governor training and support
- Statutory assessment support (administration of KS1 and KS2 statutory tests, phonic screening check, KS1 & 2 assessment writing clinics, moderation health checks)
- Sixth Sense
- Flying start (new headteacher support)
- Data packages for schools to purchase

*NOTE: All traded activities are inclusive of report-writing time and costs such as travel*

# Indicative Pricing Model

The model will allow all schools to benefit from an 'Early Bird' discount model where days of support are purchased in advance of **Friday 20th October 2023**.

In addition to this, the traded model will have a further discount applied to prices linked to the number of days a school, or partnership, purchases.

All days purchased will have to be used within the academic year or they will be lost; there will be no carry-over of unused days.

## Packages

Package	Cost	Number of days
Bronze	£650 <small>[Daily rate]</small>	Individual days
Silver	£1240	2 days
Gold	£2340	4 + days

Any school purchasing more than 4 days support will automatically receive these at a discounted rate of £585.00 per day.

'Early Bird' Discount - 5% off prices if this is purchased before 20<sup>th</sup> October 2023.



# Refugees and Asylum Seekers in Essex Schools

# Refugees and Asylum Seekers in Essex Schools

The values of Trauma Perceptive Practice are going to be very important to hold in mind when engaging with and supporting refugee children and their families. It is everyone's responsibility to ensure they experience:

- Compassion & Kindness
- Hope
- Connection & Belonging



More detailed guidance available here: [Microsoft PowerPoint Presentati](#)

# LOCAL AUTHORITY CONFERENCE FOR GOVERNORS: The importance of governance to our children's education

 17 June 2023 8.30am to 4pm  Colchester Stadium



**CLARE  
KERSHAW**  
Host  
Director of  
Education, Essex  
County Council



**DEREK  
REDMOND**  
Guest speaker  
Olympian, media  
personality,  
motivational  
speaker and  
businessman



**RALPH  
TABBERER**  
Guest speaker  
Former Director  
General of the  
Department  
for Education



**THE GILBERD  
SCHOOL**  
Guest speaker  
and choir

## Choice of workshops to book:

- Effective monitoring for Governors
- Sustainable schools including sustainability self-evaluation
- Raising attainment of disadvantaged learners
- Lifelong learning and careers guidance

**Stalls:** National Governance Association, Active Essex

**£45\* per person or £35\* per person if you book before  
1 April 2023.** \*Lunch and refreshments included

**Early bird booking  
discount!**

**FOR MORE INFORMATION AND TO BOOK YOUR PLACE  
VISIT THE BOOKING FORM**

